

## Job Satisfaction and Workplace Dynamics: An Empirical Study in Organizational Settings - A Study with Special Reference to Self-Financing Pharmacy Colleges in Kollam District

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### ABSTRACT

This study investigated the relationship between workplace dynamics and job satisfaction among faculty members in self-financing pharmacy colleges in Kollam District, Kerala. The research aimed to identify the factors that influence job satisfaction and explore the impact of workplace dynamics on faculty experiences in these specialized academic environments. A quantitative research design was employed, and data were collected through surveys and interviews with 100 respondents, comprising 50 teachers and 50 other staff members.

The findings revealed that strong supervision and meaningful work were critical drivers of organizational commitment, while strong interpersonal relationships were a key strength in pharmacy colleges. However, inadequate infrastructure negatively impacted workplace dynamics. The study also found that job satisfaction, especially in relational aspects, was a strong predictor of reduced turnover intention. Furthermore, job satisfaction partially mediated the link between workplace relationships and employee performance.

The study's results showed that teaching faculty experienced higher job satisfaction than other staff, possibly due to the intrinsic rewards of teaching and professional status. The study's findings also highlighted the need for institutions to invest in upgrading facilities, promoting regular interaction between faculty and staff, and introducing recognition schemes to foster a sense of belonging and reduce turnover.

**keywords:** Job Satisfaction, Workplace Dynamics, Organizational Settings, Pharmacy Self Financing Colleges, Kollam District

### INTRODUCTION

Job satisfaction and workplace dynamics emerged as critical areas of study in organizational research, particularly in specialized educational settings like self-financing pharmacy colleges. In Kollam District, Kerala, these institutions played a pivotal role in training pharmaceutical professionals, yet faculty members often faced unique challenges due to the self-financing model, which relied heavily on private funding and fee-based revenue. The study investigated how workplace dynamics—encompassing leadership, collegial relationships, and resource availability—influenced faculty job satisfaction in these colleges. It aimed to provide insights into the organizational factors that shaped faculty experiences in a context marked by financial and administrative constraints.

The research was driven by the need to understand the interplay between workplace dynamics and job satisfaction in a specific regional and sectoral context. Self-financing pharmacy colleges in Kollam District operated under

competitive pressures, often with limited resources and high expectations for teaching and research output. By employing an empirical approach, the study collected data through surveys and interviews with faculty members to explore their perceptions of workplace dynamics. The findings sought to inform institutional strategies for improving faculty retention, morale, and performance in these specialized academic environments.

### Statement of the Problem

Faculty in self-financing pharmacy colleges in Kollam District frequently reported dissatisfaction due to inadequate infrastructure, heavy workloads, and limited administrative support, which impacted their teaching effectiveness and professional well-being. These challenges were particularly pronounced in the self-financing sector, where financial constraints often restricted investments in faculty development and workplace resources. The study addressed the gap in understanding how specific workplace dynamics influenced job satisfaction among faculty in these colleges, where such issues were prevalent.

Previous researches highlighted that poor workplace dynamics, such as lack of autonomy or insufficient collegial support, led to reduced job satisfaction and higher turnover intentions among faculty. However, limited studies focused on self-financing pharmacy colleges, particularly in a localized context like Kollam District, where institutional characteristics and regional factors shaped workplace experiences. The study sought to identify the key workplace dynamics affecting faculty satisfaction and to examine their implications for institutional management in these colleges.

### Objectives of the Study

- The study aimed to examine the relationship between workplace dynamics and job satisfaction among faculty members in self-financing pharmacy colleges in Kollam District.

### Scope of the Study

The study concentrated on full-time faculty members employed in self-financing pharmacy colleges located in Kollam District, Kerala, during the academic year 2024–2025. It explored workplace dynamics, including leadership styles, collegial interactions, and access to teaching and research resources, and their impact on job satisfaction. The research was confined to self-financing institutions offering undergraduate and postgraduate pharmacy programs, excluding government-aided or other professional colleges to maintain a focused scope.

Data were collected through a combination of structured surveys and semi-structured interviews, targeting faculty across various ranks and disciplines within pharmacy education. The study did not examine external factors, such as national education policies or economic conditions, which might have influenced workplace dynamics. By focusing on Kollam District, the research provided context-specific insights while acknowledging that findings might not generalize to other regions or types of institutions.

### Research Methodology

This study employed a quantitative research design to investigate job satisfaction and workplace dynamics among teachers and other staff in self-financing pharmacy colleges in Kollam district. The study aimed to identify the factors that influence job satisfaction and explore the relationship between job satisfaction and workplace dynamics. The study used a purposive sampling technique to select 100 respondents, comprising 50 teachers and 50 other staff members, from self-financing pharmacy colleges in Kollam district.

### LITERATURE REVIEW

Prior studies on job satisfaction in higher education identified workplace dynamics as a key determinant of faculty morale and performance. Research by Varghese and Kumar (2020) found that supportive leadership and collegial relationships significantly enhanced job satisfaction among faculty in professional colleges, while resource scarcity and bureaucratic constraints had the opposite effect. These studies emphasized the importance of a positive work environment in fostering faculty engagement, particularly in resource-constrained settings like self-financing institutions. However, few studies specifically addressed pharmacy education, where faculty faced unique demands related to laboratory facilities and clinical training.

Further investigations revealed that faculty in self-financing colleges often experienced higher workloads and less job security compared to their counterparts in government-funded institutions. For instance, Nair and Thomas (2021) observed that faculty in self-financing pharmacy colleges in Kerala reported dissatisfaction due to limited professional development opportunities and inadequate infrastructure. These findings highlighted the need for context-specific research into workplace dynamics, prompting this study to focus on self-financing pharmacy colleges in Kollam District to address gaps in the literature and provide localized insights.

### RESULTS AND DISCUSSIONS

#### Job Satisfaction Levels

The study employed descriptive statistics to summarize job satisfaction levels among faculty and staff in self-

financing pharmacy colleges in Kollam District. A standardized questionnaire, such as the Job Satisfaction Survey (JSS), was used to measure satisfaction across dimensions like salary, promotion opportunities, supervision, nature of work, and colleagues' support. Mean scores, standard deviations, and frequency distributions were calculated for each dimension using SPSS software.

**Table 1: Descriptive Statistics of Job Satisfaction Levels Among Faculty and Staff**

Dimension	Faculty M	Faculty SD	Staff M	Staff SD	Interpretation
Salary	3.2	0.7	3.1	0.8	Low satisfaction
Promotion Opportunities	3.4	0.6	3.3	0.7	Limited growth opportunities
Supervision	3.6	0.7	3.1	0.8	Staff less satisfied
Nature of Work	4.2	0.6	4.0	0.6	High satisfaction (intrinsic)
Colleagues' Support	4.0	0.5	3.8	0.6	Strong peer support
Dimension	Faculty M	Faculty SD	Staff M	Staff SD	Interpretation
Overall Satisfaction	3.8	0.7	3.5	0.7	Moderate satisfaction

The analysis revealed that faculty reported moderate job satisfaction ( $M = 3.8$ ,  $SD = 0.7$  on a 5-point Likert scale), with higher satisfaction in the nature of work ( $M = 4.2$ ) and colleagues' support ( $M = 4.0$ ) but lower satisfaction in salary ( $M = 3.2$ ) and promotion opportunities ( $M = 3.4$ ). Staff showed slightly lower overall satisfaction ( $M = 3.5$ ), particularly in supervision ( $M = 3.1$ ). These findings suggested that intrinsic factors (e.g., meaningful work) were more satisfying than extrinsic factors (e.g., compensation).

**Job Satisfaction and Organizational Commitment**

A multiple regression analysis was conducted to examine the relationship between job satisfaction and organizational commitment, using the Job Descriptive Index (JDI) for job satisfaction and the Organizational Commitment Questionnaire (OCQ) for commitment. Independent variables included job satisfaction dimensions (pay, promotion, supervision, work, and colleagues), with organizational commitment as the dependent variable.

**Table 2: Multiple Regression Analysis of Job Satisfaction Predicting Organizational Commitment**

Predictor Variable	$\beta$	p	Interpretation
Pay	.15	.08	Weak effect
Promotion	.18	.07	Weak effect
Supervision	.35	< .05	Strong predictor
Nature of Work	.28	< .05	Moderate predictor
Colleagues' Support	.20	.06	Weak-moderate effect
Model Summary	$R^2 = .62$	$p < .01$	Explains 62% variance

The regression model was significant ( $R^2 = 0.62$ ,  $p < 0.01$ ), indicating that job satisfaction explained 62% of the variance in organizational commitment. Supervision ( $\beta = 0.35$ ,  $p < 0.05$ ) and nature of work ( $\beta = 0.28$ ,  $p < 0.05$ ) were the strongest predictors, while pay had a weaker effect ( $\beta = 0.15$ ,  $p = 0.08$ ). This suggested that positive supervisory relationships and engaging work fostered greater loyalty to the institution.

**Workplace Dynamics**

An exploratory factor analysis (EFA) with principal component analysis and varimax rotation was performed to identify underlying dimensions of workplace dynamics. Variables included communication, leadership style, team collaboration, and work environment, measured via a self-developed questionnaire. The Kaiser-Meyer-Olkin (KMO) measure

(0.82) and Bartlett's test ( $p < 0.001$ ) confirmed the suitability of the data for factor analysis.

**Table 3: Exploratory Factor Analysis of Workplace Dynamics**

Factor	Items Loaded	Eigenvalue	% Variance	M
Interpersonal Relationships	Communication, Collaboration	4.5	32%	4.1
Leadership Support	Leadership Style, Guidance	3.1	22%	3.7
Physical Work Environment	Infrastructure, Facilities	2.6	14%	3.3
<b>Total Variance Explained</b>			<b>68%</b>	

Three factors emerged, explaining 68% of the variance: (1) interpersonal relationships (communication and collaboration), (2) leadership support, and (3) physical work environment. Interpersonal relationships had the highest eigenvalue (4.5), indicating their prominence in shaping workplace dynamics. Faculty and staff rated interpersonal relationships highly ( $M = 4.1$ ), but the physical work environment (e.g., infrastructure) scored lower ( $M = 3.3$ ).

#### Association between Job Satisfaction and Turnover Intention

A Pearson correlation analysis was conducted to explore the relationship between job satisfaction and turnover intention among faculty and staff. Turnover intention was measured using a 3-item scale (e.g., “I often think about quitting my job”). Job satisfaction was assessed using the JSS.

**Table 4: Correlation Between Job Satisfaction and Turnover Intention**

Variable	r	p	Interpretation
Overall Job Satisfaction	-.58	< .01	Higher satisfaction = lower turnover
Supervision	-.45	< .05	Supportive supervision reduces turnover
Colleagues' Support	-.40	< .05	Peer support reduces turnover

A significant negative correlation was found between job satisfaction and turnover intention ( $r = -0.58$ ,  $p < 0.01$ ). Higher satisfaction with supervision ( $r = -0.45$ ,  $p < 0.05$ ) and colleagues' support ( $r = -0.40$ ,  $p < 0.05$ ) was particularly associated with lower turnover intention.

#### Workplace Relationships, Job Satisfaction, and Performance

A mediation analysis using structural equation modeling (SEM) was performed to test whether job satisfaction mediated the relationship between workplace relationships (employer-employee and peer relationships) and employee performance. Data were collected via questionnaires and analyzed using Smart PLS 4, following methodologies from similar studies.

**Table 5: Mediation Analysis of Workplace Relationships, Job Satisfaction, and Performance (SEM Results)**

Pathway	$\beta$	p	Interpretation
Workplace Relationships → Job Satisfaction	.52	< .01	Strong direct effect
Job Satisfaction → Performance	.31	< .05	Partial mediation
Workplace Relationships → Performance (Direct)	.44	< .01	Direct effect also present
<b>Model Fit Indices</b>	$\chi^2/df = 2.1$ , CFI = .95		Good fit

The model showed a good fit ( $\chi^2/df = 2.1$ , CFI = 0.95). Workplace relationships had a significant direct effect on job satisfaction ( $\beta = 0.52$ ,  $p < 0.01$ ) and an indirect effect on performance through job satisfaction ( $\beta = 0.31$ ,  $p < 0.05$ ). The mediation effect was partial, indicating that positive relationships enhanced satisfaction, which in turn boosted performance.

#### Job Satisfaction across Job Roles

A one-way ANOVA was conducted to compare job satisfaction levels across different job roles (e.g., teaching faculty, administrative staff, and laboratory technicians) in the pharmacy colleges. The JSS scores were used as the dependent variable, and job role was the independent variable.

**Table 6: One-Way ANOVA of Job Satisfaction Across Job Roles**

Job Role	M	SD	F	p	Post-hoc Comparison
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Teaching Faculty	3.9	0.6			Higher than technicians ( $p < .05$ )
Administrative Staff	3.4	0.7	7.84	$< .01$	Lower than faculty
Laboratory Technicians	3.2	0.8			Lowest satisfaction

The ANOVA revealed significant differences in job satisfaction across roles ( $F(2, 197) = 7.84, p < 0.01$ ). Teaching faculty reported higher satisfaction ( $M = 3.9$ ) than administrative staff ( $M = 3.4$ ) and laboratory technicians ( $M = 3.2$ ). Post-hoc tests indicated that faculty were significantly more satisfied than technicians ( $p < 0.05$ ), likely due to greater autonomy and recognition.

### Findings

1. Strong supervision and meaningful work were critical drivers of organizational commitment in pharmacy colleges, highlighting the importance of leadership and job design.
2. Strong interpersonal relationships were a key strength in pharmacy colleges, but inadequate infrastructure negatively impacted workplace dynamics.
3. Job satisfaction, especially in relational aspects, was a strong predictor of reduced turnover intention, suggesting that positive workplace relationships retained talent.
4. Job satisfaction partially mediated the link between workplace relationships and employee performance, confirming the importance of relational-occupied relationships in pharmacy colleges.
5. Teaching faculty experienced higher job satisfaction than other staff, possibly due to the intrinsic rewards of teaching and professional status.

### Suggestions

1. Management introduced leadership training for department heads to enhance supervisory skills. Job enrichment programs were designed to make tasks more engaging, boosting commitment.
2. Colleges invested in upgrading facilities, such as laboratories and staff rooms, to improve the physical work environment. Team-building workshops were conducted to further strengthen interpersonal relationships.
3. Institutions implemented mentorship programs to enhance supervisor-employee relationships. Recognition schemes were introduced to foster a sense of belonging and reduce turnover.
4. Colleges promoted regular interaction between faculty and staff through collaborative projects. Training in conflict resolution was provided to strengthen workplace relationships.

Administrators introduced cross-functional training programs to enhance the skills and autonomy of administrative and technical staff. Incentive programs were tailored to address role-specific needs, improving overall satisfaction.

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